

Inspection of West London Free School Primary

Cambridge Grove, London W6 0LB

Inspection dates: 25 and 26 February 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

The executive headteacher of this school is Marianne Chapman. This school is part of Knowledge Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ian Hunter, and overseen by a board of trustees, chaired by Suzie Hobart. There is also an executive headteacher of Knowledge Schools Trust primaries, Marianne Chapman, who is responsible for this school and six others.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils thrive and feel safe in this warm and welcoming school community. Every pupil has the opportunity to flourish here. The school values of 'kind, inclusive, scholarly, inspired and resilient' are deeply embedded in every aspect of school life. Pupils achieve extremely well across the curriculum. One parent shared the view of many, saying, 'The curriculum is well thought out and looks to stretch the children so that they reach their full potential.'

A strong sense of community is fostered, with pupils proud to take on responsibilities and eager to make a difference. They recognise the importance of contributing, which strengthens their commitment to school life. This dedication helps them grow into compassionate, confident young people, ready for the next stage of their educational journey and beyond.

Pupils' behaviour is exemplary. In the early years, children are nurtured in a caring and purposeful environment. From the very start, they develop independence, respect and a love of learning. They are highly motivated and value each other's right to learn. This creates a calm, focused learning environment in which learning proceeds without disruption. These strong foundations are continually embedded throughout the school. Pupils are highly considerate of one another.

What does the school do well and what does it need to do better?

The school, together with the trust, has designed a highly ambitious curriculum. They astutely review its impact, enabling them to identify areas for further improvement in the quality of education. Precise checks on pupils' learning ensure that any gaps are quickly addressed. High-quality training enhances staff subject knowledge, ensuring that they are experts in deepening pupils' understanding. Consequently, pupils secure a deep body of knowledge across a range of subjects. For example, in history, Year 6 pupils draw on prior learning about different historical periods when studying the Second World War. Similarly, in mathematics, children in Reception explore concepts such as 'more than' and 'less than.' Older pupils use this growing knowledge of number to solve increasingly complex problems.

The school is highly ambitious for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are swiftly identified and provided with precise support to access learning. Staff are united in their views that additional needs should not be a barrier to learning. As a result, pupils with SEND progress exceptionally well through the curriculum.

Reading is at the heart of the school's curriculum. Leaders and staff share the view that reading unlocks the whole of the curriculum for pupils. This belief is embedded in everything that they do to promote pupils' reading development. The school immerses pupils in a broad range of high-quality texts, while the school's engaging reading spaces capture their imaginations and foster a love of reading. Well-trained staff deliver the school's phonics programme with precision, ensuring that books are carefully matched to the sounds that pupils are learning. This enables pupils to decode words and read

fluently. Ambitious texts expose each year group to a broad and rich range of literature. As a result, pupils develop a love of reading.

Pupils demonstrate exceptional respect for one another, articulating their thoughts and feelings with clarity and maturity. Their exemplary attitudes create a positive learning environment where everyone can learn without disruption. In the early years, children quickly learn routines and expectations. They transition seamlessly between activities and demonstrate impeccable behaviour. Adults play a vital role in supporting children develop secure social and emotional skills, providing them with the foundation for future success. The school prioritises attendance, working closely with parents to promote and sustain exceptionally high attendance. This collaborative approach results in highly positive outcomes for pupils.

The school provides exceptional opportunities for pupils' personal development, fostering well-rounded individuals who demonstrate integrity. From an early age, pupils learn to respect diverse families. Wide-ranging leadership roles, such as class ambassadors who take pride in sharing their class learning, promote responsibility and independence very successfully. Pupils gain an extremely deep understanding of democracy through the selection processes for these roles.

The school carefully develops pupils' cultural capital by embedding it within the curriculum design. This is achieved through thoughtfully planned trips and a wide range of enriching experiences. Starting in Reception and continuing through to Year 6, these trips include visits to museums, theatres and key places of interest across London.

Leaders, including trustees and those responsible for local governance, have established an exceptionally ambitious culture that places pupils at the heart of every decision, ensuring the school provides a high-quality education. At all levels, leaders' passion, rigour and determination have upheld the excellent standards since the last inspection.

Staff take pride in working at the school. They value the dedicated support that they receive to develop professionally and manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139546
Local authority	Hammersmith & Fulham
Inspection number	10377504
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	Board of trustees
Chair of trust	Suzie Hobart
CEO of the trust	Ian Hunter
Headteacher	Marianne Chapman (Executive headteacher)
Website	www.wlfs-primary.org
Date of previous inspection	20 and 21 May 2015, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school shares a site with another primary school from the same trust.
- The school runs its own breakfast club and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, a number of teaching staff, representatives from the trust and the chair of the local governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

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